

**HIS 706**

**EUROPEAN COLLOQUIUM SINCE 1789**

**SPRING 2005**

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**OFFICE HOURS:**

**Tuesday & Thursday:**

10:30-11:00

1:45-2:15

**And by appointment**

**REQUIRED READINGS:**

**TO BE PURCHASED (available at UNCG Bookstore):**

Landes, David. *Wealth and Poverty of Nations* (Norton)  
MacMillan, Margaret. *Paris 1919* (Random House)  
Kennedy, Paul. *The Rise and Fall of the Great Powers* (Random House)  
Anderson, Benedict. *Imagined Communities* (Verso)  
Mann, Michael. *Fascists* (Cambridge)  
Carroll, David. *French Literary Fascism* (Princeton)  
Gleason, Abbott. *Totalitarianism* (Oxford)  
Young, Robert J. *France and the Origins of the Second World War* (St. Martin=s)  
Said, Edward. *Orientalism* (Vintage)  
Tismaneanu, Vladimir (ed.). *The Revolutions of 1989* (Routledge)

**TO BE DOWNLOADED**

Print your own copy of most class reading assignments by going to Jackson Library website, clicking on AReserves,@ and entering HIS706. Reading on Electronic Reserve are indicated by AER@ on the class schedule below.

A few of the readings must be downloaded by going to the AJournal Finder@ website and clicking on the appropriate journal.

**COURSE DESCRIPTION:**

This course is designed to introduce graduate students to some of the major historiographical problems in the period since the French Revolution. In addition, and even more importantly, it is designed to introduce students to the methods and approaches used by historians. As you probably know by now (and you certainly know if you=ve taken HIS 705), *history, at the graduate level, is not primarily about reading and writing simple narrative accounts*. Of course, there is a certain factual basis to history; but the most interesting questions posed by historians are not about Afacts@ but about interpretations. How does one Ainterpret@ history? Obviously, there is no single method. There are various interpretative strategies, and the differences among historians often originate in differing perspectives and methodological approaches. Which is not to say that all interpretations are equal. We will be interested in attempting to evaluate the appropriateness of varying perspectives and the usefulness

of differing methodological approaches. But first we must learn to look beyond the narrative and identify perspectives and methodological approaches.

### **COURSE REQUIREMENTS:**

**A. ATTENDANCE. AND PARTICIPATION:** Barring certifiable catastrophe, I expect each student to be here for every class. To miss one class is, in effect, to miss an entire week. I also expect that each student will have completed all the reading and take an *active* part in the discussion.

**B. ASSIGNMENTS:** The good news is that there are no exams. The bad news is that there is plenty of reading, some assigned classroom responsibilities, and a fair amount of written work. The breakdown is as follows:

**1. Classroom responsibilities:** Each student must complete *all* of the week=s readings and be ready for classroom discussion. In addition, every week certain students will be assigned front-line duties, as it were, with *one* of the readings (assigned the previous week). If you are selected for a particular reading(s), it will entail two responsibilities. First, you will give a very short oral report (maximum: 5 minutes) on the author. The the kind of questions you might ask, for example: is the author identified with a school? is he/she a Revisionist? is he/she particularly noted for one book or thesis? You may use notes, but don=t read from a prepared text; keep it informal. Second, the chosen student will be the Apoint person@ on that particular reading--someone to whom we can turn in the discussion when everyone is clueless.

Keep in mind, how well you perform your classroom responsibilities, *and especially how much you contribute to the weekly discussion*, will be factored into your grade in a *significant* way. Merely occupying classroom space may be an option for undergraduates; it is not for graduate students.

**2. Historiographical Essays:** You will do *two* of these in the course of the semester. As suggested by the adjective Ahistoriographical,@ the essays must be analytical rather than merely descriptive; they must also highlight problems of interpretation, methodology, and perspective.

The first will be shorter (about 7-9 typed, double-spaced) and can be chosen from any of the weekly topics as long as one is handed in *before* spring break. Also, *it must be handed in prior to the class discussion* (i.e., at the beginning of the class during which the topic is be discussed). In this first exercise you will have the opportunity for revision (that is, a draft will be handed in; I will comment on it; only your final draft will be graded). The second essay will be more substantive (10-12 pages). You may choose the topic from any week (as long as it is not the same topic you picked for the shorter essay). The material discussed will, of course, include the readings for that week; it must *also* include the equivalent of two additional books and three additional articles, essays, or book chapters. Unlike the shorter essays, the longer essay can--indeed, should be--be turned in *after* the relevant class discussion. There will only be one draft of this second paper.

### **CLASS SCHEDULE OF READING ASSIGNMENTS:**

#### **WEEK 1-JAN. 11: Introduction**

## **WEEK 2-JAN. 18: The French Revolution**

Jeremy Popkin, *History of Modern France* (second ed.), pp. 35-59, ER  
William Doyle, *Origins of the French Revolution* (third ed.), pp. 1-41, ER  
Lynn Hunt, *Politics, Culture and Class in the French Revolution* (twentieth anniversary edition) pp. 19-51, ER  
Sarah Maza, *The Social Imaginary of the French Revolution*, in Colin Jones and Dror Wahrman (eds.), *The Age of Cultural Revolutions: Britain and France, 1750-1820*, ER

## **WEEK 3-JAN. 25: The Industrial Revolution**

\*David Landes, *The Wealth and Poverty of Nations*, pp. xvii-xxi; 29-59; 186-230  
\*Paul Kennedy, *The Rise and Fall of the Great Powers*, 143-169  
Raymond Williams, *Culture and Society: 1780-1950*, pp. xiii-xx; 3-48, ER  
Dorothy Thompson, *The Essential E.P. Thompson*, *The Weavers*, 30-72, ER

## **WEEK 4-FEB.1: Imagining Nations: New Approaches to Nationalism**

\*Benedict Anderson, *Imagined Communities*, 1-46; 67-82; 187-206  
Eugen Weber, *My France*, *Who Sang the Marseillaise?* 92-102, ER  
Gérard Noirel, *Realms of Memory*, Vol. I, *French and Foreigners*, 145-178, ER

## **WEEK 5-FEB. 8: The Great War: Birth of the Modern or Last Gasp of the Traditional?**

Modris Eksteins, *Rites of Spring*, 139-191, ER  
Jay Winter, *Sites of Memory, Sites of Mourning*, 1-11; 78-116; 223-229, ER  
Vera Brittain, *The Great War Reader*, *A Testament of Youth*, 239-257, ER  
Carol Acton, *Writing and Waiting: The First World War Correspondence between Vera Brittain and Roland Leighton*, *Gender & History* vol. 11, no. 1 (April 1999), 54-83. [can be downloaded free; see Journal Finder]

## **WEEK 6-FEB. 15: Remaking Europe: The Peace of Paris**

\*Margaret MacMillan, *Paris 1919*, 3-49; 109-124; 157-203; 366-426; 459-94

## **WEEK 7--FEB. 22: Fascism: The Sociological Perspective**

\*Michael Mann, *Fascists*, 1-206; 353-375.

## **WEEK 8--MAR. 1: Literary Fascism: Fascism and Intellectuals**

\*David Carroll, *French Literary Fascism*, 1-41; 71-146; 222-261

## **WEEK 9--MAR. 8: SPRING BREAK**

**WEEK 10--MAR. 15: Totalitarianism**

\*Abbott Gleason, *Totalitarianism*, chapters 2, 4, and 7-10

Debate over Fitzpatrick=s ANew Perspectives on Stalinism@ (read photocopied articles from *Russian Review* by Fitzpatrick, Cohen, Eley, Kenez, and Getty), ER

**WEEK 11--MAR. 22: Strange Defeat: France, 1940**

Marc Bloch, AA Frenchman Examines his Conscience,@ in *Strange Defeat*, 126-178, ER

\*Robert J. Young, *France and the Origins of the Second World War*, 1-97; 130-153

**WEEK 12CMAR. 29: The Decline of Europe**

\*Paul Kennedy, *The Rise and Fall of the Great Powers*, 194-437

**WEEK 13--APR. 5: Postmodernism and History: The Case of Foucault**

Michel Foucault, *Discipline and Punish*, 3-16; 73-103, ER

Joyce Appleby, Lynn Hunt, and Margaret Jacob, *Telling the Truth about History*, 198-237, ER

J. G. Merquior, *Foucault*, 11-20; 85-118, ER

**WEEK 14--APR. 12: Orientalism and the European Imagination**

\*Edward Said, *Orientalism*, 1-49; 255-284

\*David Landes, *The Wealth and Poverty of Nations*, 392-441

Bernard Lewis, *Islam and the West*, 99-130, ER

**WEEK 15--APR. 19: The Circle Closes: The Revolutions of 1989**

William I. Hitchcock, *The Struggle for Europe*, 347-409, ER

\*Vladimir Tismaneanu (ed), *The Revolutions of 1989*, 19-50; 108-164; 213-230

Class Evaluations

**WEEK 16CAPR. 26: Europe and America in the Age of Bush**

Robert Kagan, APower and Weakness,@ *Policy Review* 113 (June/July 2002); can be downloaded; use the Library=s AJournal Finder@

[other readings TBA]

**Due:** Second Historiographical Essay

